

Teachers need to maintain records of student achievement on the criteria A-D.

SAMPLE 1:

Each student will have one page that may look something like this:

Name:								Final level (Quarter / Term / Semester)
Grade Year / MYP Year Level:								
Criterion A	Unit task: Date: Level:	Unit task: Date: Level:	Unit task: Date: Level:	Unit task: Date: Level:	Unit task: Date: Level:	Unit task: Date: Level:	Unit task: Date: Level:	A:
Criterion B	Unit task: Date: Level:	Unit task: Date: Level:	Unit task: Date: Level:	Unit task: Date: Level:	Unit task: Date: Level:	Unit task: Date: Level:	Unit task: Date: Level:	B:
Criterion C	Unit task: Date: Level:	Unit task: Date: Level:	Unit task: Date: Level:	Unit task: Date: Level:	Unit task: Date: Level:	Unit task: Date: Level:	Unit task: Date: Level:	C:
Criterion D	Unit task: Date: Level:	Unit task: Date: Level:	Unit task: Date: Level:	Unit task: Date: Level:	Unit task: Date: Level:	Unit task: Date: Level:	Unit task: Date: Level:	D:
								Criterion levels total:

SAMPLE 2:

Record of assessment

Suggestions for an effective use of the Record of Assessment:

1. For each class, have one entire sheet in the back. In front, keep only the left half of the sheet (Criteria A - D) for each student.
2. Record date and task on the complete master copy in the back. For each student, only write the levels. This way, you only have to write date and task once but can use the complete information.
3. Formative assessment tasks can be recorded using words, symbols or levels in brackets. Only the summative tasks should contribute to the grade.
4. Show your students their Record of Assessment at least twice a year. Many appreciate having an overview, understanding where their strengths are and where their grade comes from. (I keep my sheets in a big binder and schedule lessons of independent work when I can take time with each student.)
5. Give the students a blank Record of Assessment at the start of the year. Explain how it works and encourage them to record their levels when you return assessment tasks. Some students are very keen on this. My students keep their sheet in their portfolios.
6. Refer to the Record of Assessment with parents and colleagues. It is designed to support a transparent assessment process. It allows you to discuss each student without disclosing any information on other students and makes arriving at a grade visual and (relatively) clear.

RECORD OF ASSESSMENT

Year: _____ Subject: Mathematics

Student: _____

Teacher: _____

Criteria			
A / 8	B / 8	C / 6	D / 6
	<i>very good</i>		<i>good</i>
6		4	
	5		4
7			
(5)	(3)		
	5	5	3
			4

Tasks	Notes (S/F)	Date
<i>Practice investigation on polygons</i>	<i>F</i>	<i>8/9</i>
<i>Geometry unit test</i>	<i>S</i>	<i>21/9</i>
<i>Investigation: Euler's theorem</i>	<i>S</i>	<i>25/9</i>
<i>Project on polyhedron</i>	<i>S</i>	<i>5/10</i>
<i>Quiz: Geometrical facts</i>	<i>F</i>	<i>14/10</i>
<i>Investigation: Line lengths</i>	<i>S</i>	<i>19/10</i>
<i>Reflection on the use of geometry</i>	<i>S</i>	<i>10/11</i>

More comments on performance of formative assessment tasks:

RECORD OF ASSESSMENT

Year: _____ Subject: _____

Level: _____

Student:

Teacher:

[illegible][illegible]

Mid year overall achievement: _____

Mid year grade: _____

Date: _____

End of year overall achievement: _____

End of year grade: _____

Date: _____